

Vocabulary Builder: Volume 4

Step-by-step Lesson Plans



The screenshot displays the Vocabulary Builder app interface. At the top, it shows 'AhEnglish.com' and 'Vocabulary Builder - Volume 2'. Below this, there are two lesson plan cards. The first card, titled 'The Red Kangaroo Poem', features a photograph of a kangaroo and joey in a field. The second card, titled 'The Red Fox Poem', features a photograph of a fox and contains a poem with highlighted vocabulary words. The text on the cards includes:

Meets Multiple Common Core Standards

Combines Non-fiction & Poetry

GRADES 6-8

The Red Kangaroo Poem

The Red Fox Poem

Vocabulary Builder

Vocabulary **Exit**

Table of Contents

Introduction:	3
Lesson One: Program overview	7
Lesson Two: The Tiger	9
Lesson Three: The Giraffe	Error! Bookmark not defined.
Lesson Four: The Panda	21
Lesson Five: The Gibbon	15
Lesson Six: The Macaw	23
Lesson Seven: The Polar Bear	19
Lesson Eight: The Blue Morpho Butterfly	25
Lesson Nine: The Andean Condor	Error! Bookmark not defined.
Lesson Ten: The Elephant Seal	9
Classroom Expansion Options	27

Introduction:

SKILL BUILDING & COMMON CORE STANDARDS

Animal Tales satisfies multiple common core standards as students:

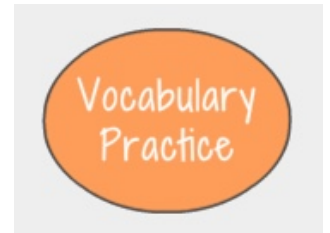
- Explore rhyme and meter in English with poetry
- Build science vocabulary with fun facts about each animal
- Check reading comprehension with scored quizzes on facts



VOCABULARY Builder

The vocabulary practice featuring over 250* words in each volume:

- Highlights the targeted vocabulary in context
- Provides a scored vocabulary practice section
- Allows users to navigate back and forth with links from the poem lines & natural science facts to the scored vocabulary practice



BACKGROUND

Poetry

Each volume of *Animal Tales* features 9 poems in anapestic tetrameter - 4 rhythmic units each composed of 2 weak and one strong syllable:

xxX xxX xxX xxX

A famous example of anapestic tetrameter in Dr. Seuss:

Think **left** and think **right** and think **low** and think **high**
Oh, the **Thinks** you can **think** up if **only** you **try**.

You can also hear anapestic tetrameter in the Giraffe:

The giraffe comes in **colors**, from **yellow** to **black**
 Unrepeated, each **pattern's unique**, it's a **fact**.

Please note that it is possible to omit the first weak syllable or add an additional weak syllable at the end.

Prose

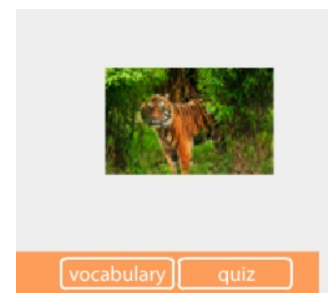
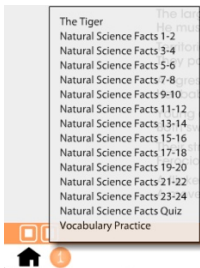
Each poem in *Animal Tales* also features 24 fun facts about each animal and its environment. These facts are matched with the lines in the poem. This unique blending of poetry and prose allows students to learn about natural science while honing their language skills.

NAVIGATION

At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” to get more information on the program. Click on “Final Review” to take the final test and get a score.



At the **Chapter level**, mouse over the chapter number in the lower left corner to see a pop-up menu with all the pages in that chapter. Click on the “Vocabulary” button in the lower right to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score. Click on the rhyming words in each line to go the page



with the natural science facts.

On the **Rhyming Lines & Matching Fact Pages**, click on “Dictation” for a scored dictation on the lines of the poem.

Throughout the program, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.

Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.



ORGANIZATION

Poems and photographs

There are nine poems with 24 lines each in each volume. Each poem features a different animal with photographs, audio, and text. See the larger photograph for the poem by clicking on the circular graphic in the upper right or the thumbnail photo in the lower right.

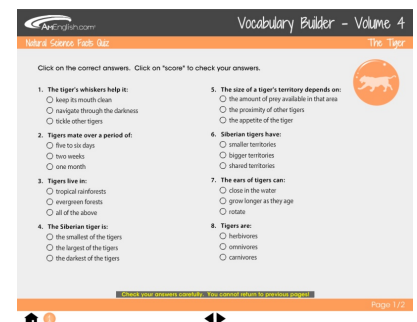
Poem lines with natural science facts, photographs, & vocabulary practice

Clicking on the rhyming words in each line takes you to a separate page featuring the two rhyming lines with two natural science facts and a photograph. Click once on the Vocabulary Builder button in the upper left to highlight the targeted vocabulary. Click on the highlighted words to go directly to the scored Vocabulary Practice section (see details below).



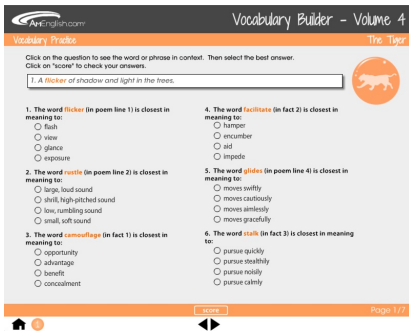
Vocabulary Builder Buttons on Poem page

Mouse over the Vocabulary Builder buttons in each section to get more information about the meter for the poem.



Chapter Quiz

Each chapter has a multiple-choice quiz to check listening/reading comprehension for the facts.



Vocabulary Practice

There is a scored Vocabulary practice in each chapter. Clicking on the highlighted word in the multiple-choice question will bring up the example of the word in context in the box at the top of the page.

Final Review

There is a scored Final Review with multiple rotating versions featuring three different question types:

(1) Word scrambles
(2) Multiple-choice questions for the facts
(3) Vocabulary builder

TARGET AUDIENCE

Students in middle school (reading grade levels 6.3-9.7)

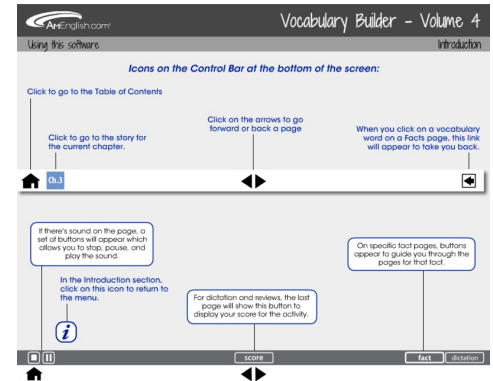
MULTIPLE LEARNING STYLES

The photographs, extensive audio files, interactivity and automatic scoring appeal to multiple learning styles.

Lesson One: Program overview

In the lab: User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation.



- At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” and then “Using this Software” to get more information on the program.
- At the **Chapter level**, mouse over the chapter number in the lower left corner to see a pop-up menu with all the pages in that chapter. Click on “Vocabulary Practice” to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score.
- On the **poem page**, click on the rhyming words in each line to go the page with the natural science facts. On the Fact page, click on the “Vocabulary Word Builder” graphic to see the words highlight. Click on one of the highlighted words to go to the Vocabulary Practice section. Click on the arrow in the lower right of the screen to go back.
- **Throughout the program**, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.
- Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.
- Take students to the Final review and let them explore the interactivity here as a preview. (Give students some time to play with the final review and check their scores.)

Warm up for the homework

Show the poem picture for ***The Tiger*** on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---|
| <ul style="list-style-type: none"> • Have you ever seen this animal? |
| <ul style="list-style-type: none"> • What do you know about this animal? |
| <ul style="list-style-type: none"> • What do you think it eats? |
| <ul style="list-style-type: none"> • What kind of habitat do you think this animal needs to survive? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

On your own in the lab/homework

Review Chapter One: ***The Tiger*** including the poem, practices, and quizzes.

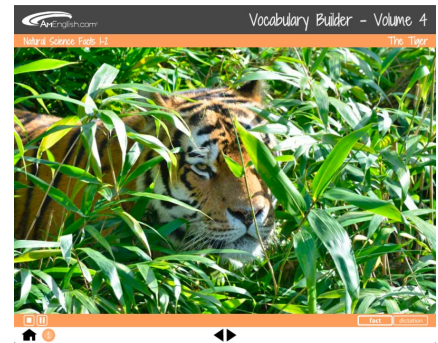
Lesson Two: *The Tiger*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.

<i>A flicker of shadow and light in the trees,</i>
<i>A movement, a rustle, a parting of leaves.</i>



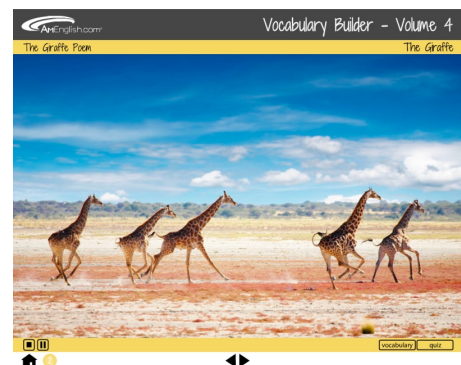
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Giraffe* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you seen this animal before? |
| • What do you know about this animal? |
| • How do you think it gets its food? |
| • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

Review Chapter Two: *The Giraffe* including the poem, practices, and quiz.

Lesson Three: *The Giraffe*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.

<i>The giraffe comes in colors, from yellow to black,</i>
<i>Unrepeated, each pattern's unique, it's a fact.</i>



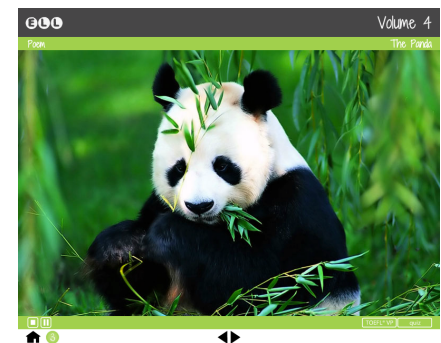
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Panda* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you ever seen this animal? |
| • What do you know about this animal? |
| • How do you think it gets its food? |
| • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the

scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

Review Chapter Three: *The Panda* including the poem, practices, and quiz.

Lesson Four: *The Panda*

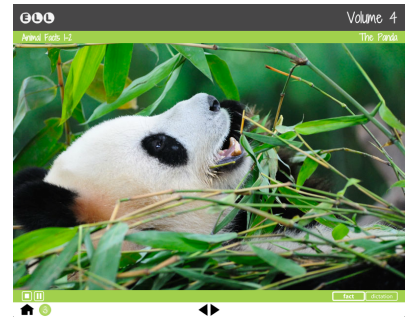
In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.

High up in the mountains of China they're found,

Where it's misty, with groves of bamboo all around.



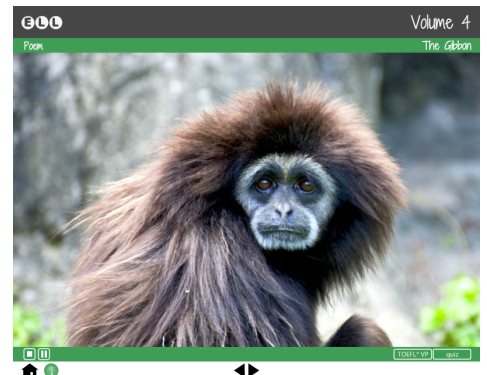
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Gibbon* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- Have you seen this creature before?
- What do you know about this creature?
- How do you think it gets its food?

- | |
|--|
| <ul style="list-style-type: none">• Where do you think it lives? |
|--|

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this creature and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

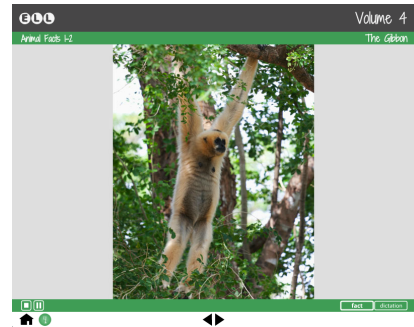
Review Chapter Four: *The Gibbon* including the poem, practices, and quiz.

Lesson Five: *The Gibbon*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>With hand over hand locomotion they race,</i>
<i>Their progress is marked by an acrobat's grace.</i>

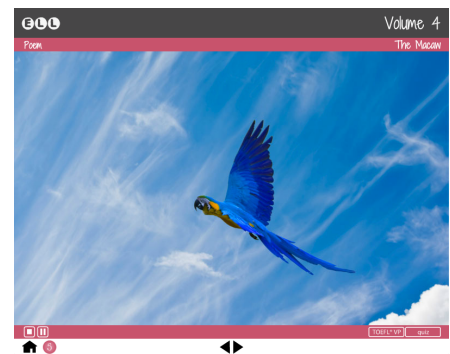
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for ***The Macaw*** on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you ever seen this animal? |
| • What do you know about this animal? |

- | |
|--|
| <ul style="list-style-type: none">• How do you think it gets its food? |
| <ul style="list-style-type: none">• Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

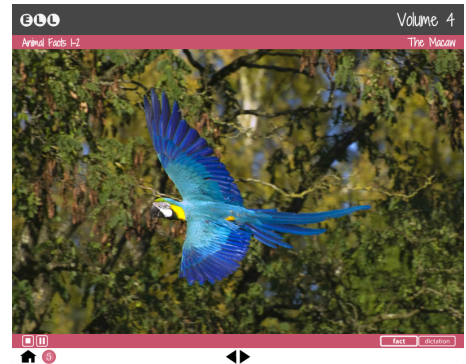
Review Chapter Five: ***The Macaw*** including the poem, practices, and quiz.

Lesson Six: *The Macaw*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>The beautiful, brilliantly colored macaws</i>
<i>Take flight from the treetops, eliciting awe.</i>

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

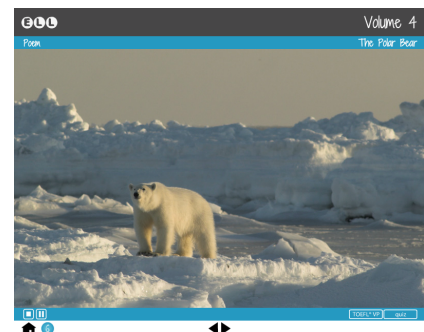
Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Polar Bear* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.

Ask students:



• Have you seen this animal before?
• What do you know about this animal?
• How do you think it gets its food?
• Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

Review Chapter Six: *The Polar Bear* including the poem, practices, and quiz.

Lesson Seven: *The Polar Bear*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.

<i>By the Inuit people, he's highly esteemed,</i>
<i>He's a Lord of the Arctic, his reign is supreme.</i>

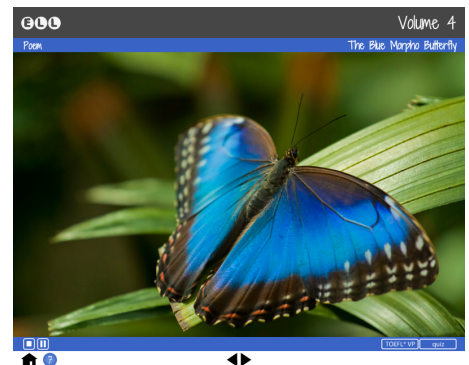


Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Blue Morpho Butterfly* on the screen (stop the audio) or write the title for the first chapter on the board.



This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.

Ask students:

• Have you ever seen this animal?
• What do you know about this animal?
• How do you think it gets its food?
• Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

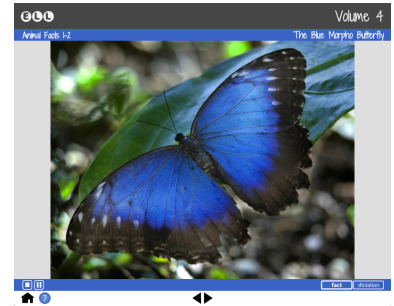
Review Chapter Seven: ***The Blue Morpho Butterfly*** including the poem, practices, and quiz.

Lesson Eight: *The Blue Morpho Butterfly*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>Iridescent blue wings can reflect any light,</i>
<i>Hence the blue morpho butterfly shimmers in flight.</i>

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Andean Condor* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you ever seen this animal? |
| • What do you know about this animal? |
| • How do you think it gets its food? |

- | |
|--|
| <ul style="list-style-type: none">• Where do you think it lives? |
|--|

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

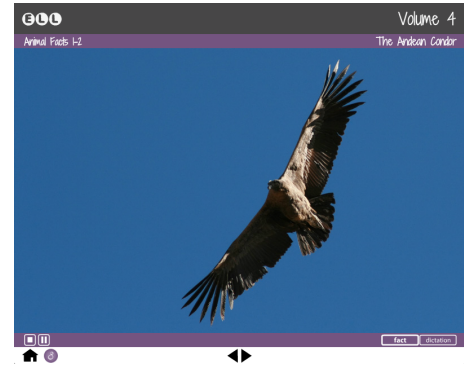
Review Chapter Eight: *The Andean Condor* including the poem, practices, and quiz.

Lesson Nine: *The Andean Condor*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>He glides through the Andes, majestic in flight</i>
<i>On glossy black wings with the tips edged in white.</i>

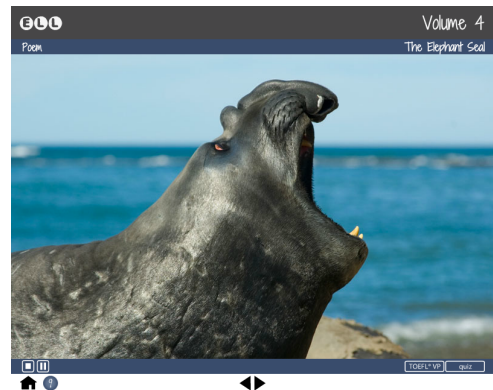
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Elephant Seal* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • What kind of animal is this? |
| • What do you know about this animal? |
| • How do you think it gets its food? |
| • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

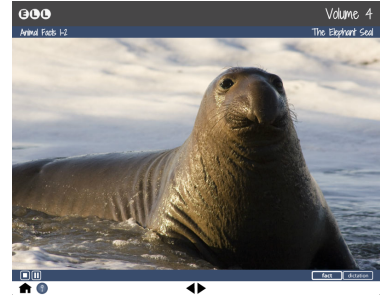
- Review Chapter Nine: *The Elephant Seal* including the poem, practices, and quiz.

Lesson Ten: *The Elephant Seal*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<p><i>They are named for their trunk-like inflatable snouts</i></p> <p><i>With a sound like a drum, alpha males will cry out.</i></p>

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On **your own in the lab/homework**

Take the Final Review

ELL Volume 4

Final Review Final Review

Click on the required words and drag them to the bottom of the box in the correct order (there are two extra words).

bear cubs protects
polar protect
their mothers protection

macaws curved
beaker beaks macaw
have strong,

heads balding
Andean condors
have bald head

giant pandas
are endangered danger
dangerous

Check your answers carefully. You cannot return to previous pages!

Page 2/18

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Classroom Expansion Options

Follow-up activities

Organization of the stanzas in each poem

Divide the class into small groups (nine total); hand out the name of each of the 9 animals in this volume, one for each group. Each group will map the organization of their assigned poem. One member of the group will present the map orally supported by a quick sketch on the white board. After all the groups have presented, the teacher will facilitate identifying common organization features, for example, mating habits and care of offspring.

Animal attributes and environment

Ask students to identify one to two key attributes of each animal and explain how these attributes help that animal to survive in its environment. This can be an oral or a written assignment. It could also be used for groups. Each student in the group would choose a different animal and then present on his/her animal to the group.

This activity could be altered to a guessing game. Students present one or two key attributes for each animal and then the rest of the class guesses which animal it is.

Volume 4:

For example: (Eliminate the name of the animal for the guessing game)

The polar bear's forepaws are partially webbed for more efficient swimming, and they have a layer of fat 3-4 inches (7.6-10.2 cm.) thick to help keep them warm in their cold habitat.

Research to find more facts about the animals

Assign each student an animal to research with the goal of finding one fact about the animal that is not covered in the program, ***Animal Tales***.

True/False Group Activity for Facts

This activity can be extended by having students present six “facts” about each animal orally to the class, making up some that are **not** accurate. The audience would need to identify **true** vs. **false**.

A quick way to do this in a classroom is to have the audience show “thumbs up” for **true** and “thumbs down” for **false**.

Summarize & Guess

Divide the class into small groups (nine total); hand out the name of each of the 9 animals in this volume, one for each group. Have the group write down a short statement describing the theme for the poem about their assigned animal. Then share their statement orally with the class, without naming the animal. Have the rest of the class guess the animal. (If the class has difficulty guessing the animal, put the group’s statement on the whiteboard for editing. Give the group some feedback on how to improve their statement by eliciting suggestions from the whole class.)

Research classes of animals

Discuss the definition of the six classes of animals, starting with mammals.

Which animals from ***Animal Tales*** fit into this category?

What are some of the reasons these animals fit the definition of mammals?

Depending on the level, this activity could involve online research to clarify the definitions of each class with supporting pictures and examples. After completing this research, students could create a graphic or chart illustrating the six classes of animals.

Mapping - Geography

On a world map, show the places where each animal population featured in

Animal Tales can be found.

Research factors affecting the survival of difference species

Assign each student an animal to research for an **in-class oral presentation**

Volume 4: (For example)

- How is global warming affecting the polar bear?
- How is it affecting the southern elephant seal?
- Is it affecting any other animals?